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ABSTRACT

This handbook for a one-semester student teaching practicum opens with role descriptions for the school principal, the college supervisor, the cooperating teacher, and the student teacher. The handbook covers the following elements in the practicum: (1) school preparation for the student teacher; (2) suggested schedule for observation and teaching; (3) methods of evaluation--informal conference, formal evaluation, and evaluation by the college supervisor; (4) grading policy; (5) lesson plan form for the first lesson; (6) lesson forms for self-evaluation and lesson overview; (7) five-day lesson plan form; and (8) evaluation of student teacher competencies. Also included are a student placement request form and observation worksheets. The appendices include suggestions for the first days of school and for establishing a positive learning atmosphere. (JD)

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# Teacher Education Program

# Bachelor of Arts Degree in Elementary Education

# Student Teaching HANDBOOK

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Sheldon Jackson College

Sitka, Alaska

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STUDENT TEACHING PRACTICUM

ONE SEMESTER

(14 Weeks)

ED. 484 - 12 Credits

SHELDON JACKSON COLLEGE

Teacher Education Program

Sitka, Alaska 99835

747-5227 or 747-5224

Rev. 6/89

Sheldon Jackson College is an
Equal Opportunity Educator/Employer

STUDENT TEACHING PRACTICUM FOR ELEMENTARY SCHOOL

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## ROLE DESCRIPTIONS

### THE PRINCIPAL

The school principal is the one designated by the School District Board of Trustees to be responsible for all aspects of the educational program at his/her school. As such she/he must provide and be accountable for the atmosphere for learning, leadership in providing educational experiences for children, administration of district policies regarding personnel, plant and equipment, and supervision and evaluation of performance of personnel.

While a principal may have limited contacts with students who desire to participate in a student teaching practicum in a school, she/he will indeed negotiate and decide at what grade level and with whom a student will perform his/her student teaching. She/he will also provide for the role the student teacher will play in the program and his/her supervision and evaluation.

While the program may vary in different buildings and at different grade levels, the following are some suggestions to principals:

1. In cooperation with the college supervisor and district administrative personnel, assign student teachers to classroom teachers, taking into consideration grade level preferences, teacher and student teacher strengths and interests.

2. Have an orientation of the student teachers at the beginning of the experience. This could include an explanation of the school program, description of the community and a tour of the physical plant, and distribution of a school policy handbook if one is available.

3. Arrange with the appropriate building personnel orientation sessions for the student teachers to acquaint them with the workrooms and supply facilities and regulations, A-V and library use, health services and any special programs within the building.

4. In cooperation with the classroom teachers, arrange visits to other classrooms for observations. The recommended minimum number of observations is four.

5. Observe student teachers when possible.

6. Communicate with classroom teacher about the student teacher's progress from time to time.

7. Communicate with the college coordinator regarding student teacher's progress and problems.

THE COLLEGE SUPERVISOR

The college supervisor is the person assigned by the college to work with the students, prior to, during and at the completion of the student teaching program.

Responsibilities include but may not be limited to the following:

1. Conferring with the district superintendent and principal of the school concerning the student teaching program, possible student teaching assignments, policies affecting the school, the student teacher and the college.

2. Advising the prospective student teachers the results of #1.

3. Arranging for the student teaching assignment at the school site.

4. Advising the student.

5. Arranging for the student's orientation to the school and classroom.

6. Visiting the classroom weekly to observe the student in the classroom.

7. Cooperating with the teacher-supervisor in helping to improve performance of the student teacher.

8. Arranging for and conducting formal evaluation of student progress at regular intervals with classroom teacher, student teacher and if required, the principal.

9. Assuming responsibility for writing the evaluation report agreed upon and giving copies to participants for signatures and files.

10. Combining Evaluation Reports of performance and completion of the assigned written work in the student teacher handbook to arrive at a final grade.

11. Assisting the student teacher to secure recommendations for certification and placement.

## THE CLASSROOM TEACHER

The classroom teacher is the person legally, ethically, and professionally responsible for the educational program of the students assigned to him/her. This responsibilities may not be delegated to others legally. It, therefore, is a very special privilege for a student to be accepted as a student teacher for practice teaching.

Students accepted into a teacher's classroom will be expected to add his/her talents to the program designed for the children and gradually increase his/her efforts until she/he is able to assume the teaching functions under the direction of the classroom teacher.

The responsibilities of the classroom teacher include:

1. Sharing information and materials.

2. Explaining the steps involved in the organization of the classroom. This would include the rules and procedures, how these were determined, and how they are maintained.

3. During the first weeks, providing simple tasks to be done (such as pronouncing the weekly spelling list, leading the opening exercises, reading a story, tutoring individuals needing help, etc.) that will enable the student teacher to become more accustomed to working with students.

4. Conferencing with the student teacher formally at least once each week and informally on a regular basis to plan the teaching schedule for him/her well in advance in order to provide ample preparation time. A suggested schedule for observation and teaching is given on page 4.

5. Providing guidance for teaching assignments including content and techniques. The classroom teacher will give an opportunity to observe in each subject before the student teacher assumes teaching responsibility.

6. Allowing the student teacher to try some methods and techniques gained from other sources as she/he becomes confident and secure.

7. Checking the lesson plans. The classroom teacher should suggest revisions or approve the plans as written prior to the actual teaching. The classroom teacher and the college supervisor jointly give permission for shortening the lesson plans when sufficient proficiency has been demonstrated by the student teacher.

8. Giving constructive criticism with concrete, specific suggestions for improvement as well as commendation. Written suggestions as well as informal conferencing are needed. The classroom teacher should provide a copy of the written suggestions for the college supervisor.

THE CLASSROOM TEACHER (cont.)

9. Evaluating performance through frequent informal conferences and formal conferences with the college supervisor included.

10. Arranging visits for the student teacher to other classrooms. The recommended minimum number of observations is four (two primary and two intermediate or upper). This arrangement should be made with permission of the principal.

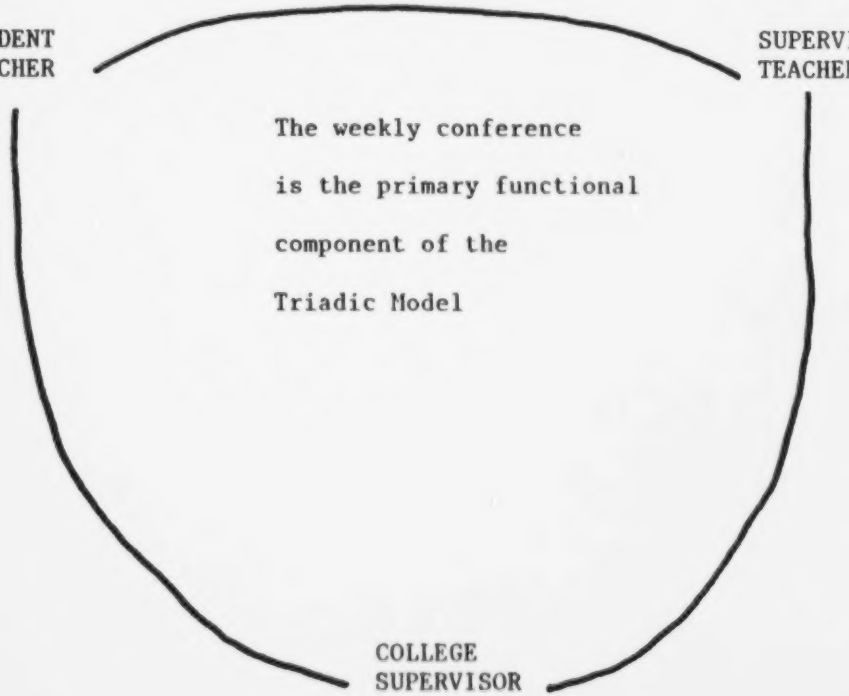
11. Helping the student teacher become ready to assume the position of teacher during the last weeks of the experience. The classroom teacher accomplishes this by gradually withdrawing from the leadership role, subject by subject, and communicating to the students that the intern is the teacher.

## PROPOSED SCHEDULE BASED ON A 14 WEEK SEMESTER

(It is understood that the student is on duty daily from 8am - 4pm)

| | |
|---|---|
| WEEK ONE . . . . . | Meet Principal and Teacher<br>Arrange Schedule of Responsibilities<br>Orientation to the School<br>Meet Class |
| WEEK TWO . . . . . | Observe Teacher (Entries into Journal)<br>Provide Assistance as Tutor<br>Assume Duties (hall, lunchroom, recess, etc.) |
| WEEK THREE . . . . . | Provide Aide (para professional) Services<br>Assist Where Needed by Teacher<br>Teach One Lesson Daily to Small Group |
| WEEK FOUR . . . . . | Continue Para Duties<br>Teach One Lesson Daily to Whole Class<br>Continue to Assist Teacher Where Needed<br>Observe Intermediate Class (1/2 day) |
| WEEK FIVE . . . . . | Continue Para Duties<br>Teach Two Lessons Daily<br>Observe Primary Classroom (1/2 day) |
| WEEK SIX . . . . . | Continue Para Duties<br>Teach Three Lessons Daily<br>Observe Intermediate Classroom (1/2 Day) |
| WEEK SEVEN . . . . . | Continue Para Duties<br>Teach Four Lessons Daily<br>Observe Intermediate Classroom (1/2 Day) |
| WEEK EIGHT . . . . . | Assume FULL RESPONSIBILITY for<br>All Planning and Instruction |
| WEEK NINE . . . . . | Continue FULL RESPONSIBILITY Teaching |
| WEEK TEN. . . . . | Continue FULL RESPONSIBILITY Teaching |
| WEEK ELEVEN . . . . . | Continue FULL RESPONSIBILITY Teaching |
| WEEKS TWELVE - FOURTEEN . . . . . | Make-up Days, Evaluation, PHASE DOWN |

# TRIADIC MODEL OF FIELD SUPERVISION


STUDENT TEACHER
SUPERVISING TEACHER
The weekly conference is the primary functional component of the Triadic Model
COLLEGE SUPERVISOR

OBSERVE
DEMONSTRATE
PLAN
IMPLEMENT
EVALUATE
SELF ASSESSMENT

MODEL
GUIDE
APPROVE
ADVISE
ASSESS
PLAN

CLARIFY
MODEL
OBSERVE

APPROVE
ASSESS
MEDIATE

EVALUATE

9

10

STUDENT TEACHER

The student teacher is the learner who serves as a support to the classroom teacher until the last four weeks of the practicum experience. At that time she/he assumes charge of the class under supervision of the classroom teacher. By agreement of the classroom teacher and the college supervisor that candidate is ready earlier, she/he may assume charge of the full program at an earlier date.

A prospective student teacher shall apply to the director of teacher education before the seventh week of the fall semester for permission to take the student teaching practicum in the spring semester. Use form on page 9. Upon receipt of the director's approval, the college supervisor will make the necessary requests of the school district to be involved and also for school site visitation by the prospective student teacher.

Professional Responsibility

The student teacher will be expected to:

1. Have completed the liberal arts and professional requirements listed in the catalog prior to the student teaching experience. These include 82 units of the liberal arts and 33 units of professional education.

2. Have senior standing with a 2.5 grade average or better, with a 3.0 in the Education major, and approval of the college supervisor and supervising classroom teacher to enter the program.

3. Be eligible for graduation and/or certification for teaching after the student teaching experience.

4. Recognize that she/he is responsible to both the supervising classroom teacher and the college supervisor.

5. Demonstrate competence in the teaching tasks contained on pages 10-11.

6. Be as dependable and industrious as a regularly employed, competent teacher of the district.

7. Exhibit a positive attitude of responsibility toward faculty meetings, parent-teacher conferences, school programs, grading, etc.

8. Be on time ready to work. It is often necessary to arrive before the required arrival time for teachers and to stay later than the required departure time.

9. Notify the school prior to the beginning of the school day (by 7:15 am if possible) if illness or emergency prevents attendance. This allows the classroom teacher to make alternate plans. Sloppy performance in this area will subject the person to dismissal.

10. Display professional conduct.

STUDENT TEACHER (cont.)

Observation Responsibility

The student teacher will be expected to:

1. Observe in the assigned classroom using the observation guidelines assigned in the general methods seminars and the student handbook.

2. Observe in all subjects prior to assuming responsibility for teaching them.

3. Observe for short periods in rooms of various grade levels and special areas (P.E., music, art, special education, etc.)

4. Keep a journal of the observations, teacher comments related to performance and collect pictures and/or ideas that can be used in a teaching assignment. (A form to guide your observations is in the Handbook, pp 14-21)

5. Be an 'active' observer in the assigned classroom by helping the teacher in working with individuals, correcting papers or performing such tasks as the classroom teacher thinks are necessary in order to be prepared for teaching responsibilities.

Conferring with the Classroom Teacher and the College Supervisor

The student teacher will be expected to:

1. Participate with the teacher in working out a tentative projected teaching schedule using the suggested schedule on page 11 as a guide.

2. Consult with the teacher as to how much material is expected to be covered at a given time.

3. Cooperate in arranging a conference time that is convenient for the classroom teacher to talk about the teaching and the reason things are done in a particular way.

4. Demonstrate a willingness to change according to suggestions made by the classroom teacher and/or the college supervisor.

5. Arrange in advance for release from responsibilities immediately after college supervisor observes a teaching session to allow for immediate evaluation of teaching performance.

Teaching and Lesson Planning

The student teacher will be expected to:

1. Perform simple tasks planned by the classroom teacher which will enable him/her to become accustomed to working with the student early in the experience.

Teaching and Lesson Planning (Cont.)

2. Write complete lesson plans using the outline form on page 22 of the handbook. These plans must be given to the classroom teacher for approval or revision in time to make adjustments prior to teaching the lesson. She/he should ask the classroom teacher to initial the plans to indicate approval.

3. After demonstrating ability to write full lessons plans, write daily lesson plans in blocks of several days rather than on a day-to-day basis.

4. Keep ALL lesson plans in a loose leaf notebook, as described by the college supervisor. Make this notebook available to the college supervisor during the observation visits.

5. Keep any written comments or suggestions from the classroom teacher and the college supervisor in the lesson plan notebook for future reference.

6. Keep record of individual student progress in each subject area for which teaching responsibility has been assumed. The accepted plan for this should be worked out with the classroom teacher.

SHELDON JACKSON COLLEGE TEACHER EDUCATION PROGRAM
Sitka, Alaska 99835 Phone 747-5227 or 747-5224

# STUDENT PLACEMENT REQUEST

## FOR PUBLIC SCHOOL EXPERIENCES

NAME OF STUDENT: _____

ADDRESS: _____

PHONE: _____

COURSE FOR WHICH PLACEMENT IS REQUESTED

| Number | Title | Credits | Instructor |
|---|---|---|---|
| | | | |

Check Type of Placement Desired:

Volunteer ___ Field Experience ED 204 ___ September Experience ED 304 ___

Student Teaching ED 484 ___

Inclusive dates for which placement is requested:

| (Sept-Dec) | (January) | (Feb-May) |
|---|---|---|
| Fall Semester ___ | Interim ___ | Spring Semester ___ |

School Preference _____

Principal _____

Grade Preference (list 3) _____ _____ _____

Date of request _____

Hours and days to be arranged with the principal and the cooperating teacher. Specific expectations and guidelines for evaluation are listed in the Guide For Assessing Competence... and, for other courses, the Expectations of Persons Providing Public School Experiences.

Signature of School Supervisor _____ Date_____

Signature of Principal _____ Date_____

Signature of Superintendent _____ Date_____

Signature of College Supervisor _____ Date_____

This form and supporting materials must be in the Superintendent's office two (2) weeks prior to placement (4 weeks prior to student teaching practicum).

PLCM10/P

## PREPARING FOR THE STUDENT TEACHER

After verification that a student teaching assignment has been made, certain preparation can be taken to establish an atmosphere in which the student teacher can learn and grow professionally.

### Preparing the Class

A discussion with the students will help prepare them for the student teacher's arrival. It is important that the students understand that this person is a teacher from the college who will be working with the class for a certain period of time and who will be given as much respect as any other teacher. It might be helpful to emphasize the team teaching aspect of working with a new, maturing professional educator. The additional teacher in the class should make additional experiences and help possible for children in the class, and provide them an enriched educational opportunity.

### Considering the Parents

The parents should be informed that a student teacher will be participating in the school's instructional program. A newsletter could accomplish the purpose of announcing the arrival of the student teacher and should enumerate the value to the school program of having one, such as:

-providing additional individual assistance
-allowing more small group instruction
-reducing pupil-teaching ratio
-bringing new ideas to the classroom
-affording team teaching opportunities
-allowing the classroom teacher to specialize in other areas while the student teacher is teaching.

It is important that the parents understand that the student teacher works into the instructional program gradually, under the close supervision of the classroom teacher and a college supervisor.

### Preparing for Early Conferences

The teacher and the student teacher both must have a clear understanding of each other's role and responsibilities. Prior to the student teacher's arrival, the teacher should identify possible units of work and activities that can be developed from the beginning of the practicum. The student teacher needs a gradual induction into the program with some responsibilities commencing from the first day. She/he should know approximately when additional responsibilities will be added. It is important that she/he understands such things as the teacher's working style, how the teacher wants him/her to fit into the program and such specific expectations as to when lesson plans should be submitted.

Some thought should be given to the building procedures, schedules, and classroom routines in an early orientation. A folder of these items as well as a school policy handbook will help facilitate the student teacher's initial experience.

The teacher should provide a place in the classroom for the student teacher to keep books, supplies and other teaching materials. If possible, another teacher's desk should be provided as this not only helps classroom organization, but also is a subtle communication to the students that another teacher will be working with them.

Schedule for Observation and Teaching

Although each student teacher will differ in his readiness to assume responsibility for various teaching tasks, a flexible guide may help the classroom teacher and the student teacher plan a teaching schedule for the 12-14 week practicum. The college supervisor will assist in developing an individual program when questions arise.

Illustration of Responsibility Schedule

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | etc. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FULL | DAY | RESPONSIBILITY | | | | |
| Help | | | | | | | For | planning, teaching, | | | | |
| and | | | | | | | | evaluating. | | | | |
| Observe | | | | | four | | | | | PHASE | | |
| | | | | three | classes | | | | | D | | |
| | | | two | classes | | | | | | | O | |
| | | one | classes | | | | | | | | W | |
| | | class | | | | | | | | | N | |

## METHODS OF EVALUATION

These methods of evaluation will be used.

1. Informal Conference

   Regular conferences between the classroom teacher and the student teacher give time for constructive criticism, answering questions and solving problems. It is also necessary to reinforce strengths exhibited by the student teacher. The conferences during the observation period require specific information from the teacher since the student teacher has an observation guide to be completed during the initial part of his experience. Discussion of some of the questions in the observation guide will increase the student teacher's understanding of the school program, regulations, schedule and classroom behavior expectations and will help prevent problems.

2. Formal Evaluation

   Formal evaluation conferences will be held a minimum of two times during the practicum period to coincide with the mid-term and final exam requirements of the college. Additional formal evaluation conferences may be requested by the college supervisor, classroom teacher, student teacher, or principal. Conference date will be mutually scheduled by the classroom teacher, the college supervisor and the student teacher. The evaluation will be the result of a three-way conference involving the classroom teacher, the college supervisor and the student teacher at which time a consensus will be reached on the evaluation items.

3. Evaluation by College Supervisor

   The college supervisor will attempt to make contact with the teacher and observe the intern at least once per week for the entire practice teaching experience. The first few visits will be general in nature to gather data on how the student teacher is doing. Emphasis will be placed on punctuality, dress, attitudes, professionalism, etc. Later, as the student teacher begins to increase his/her teaching load, the college supervisor will take anecdotal notes on his/her performance as the lesson progresses. The college supervisor will confer with him/her immediately after the lesson in order to provide specific feedback related to the lesson.

   For those student teachers who perform their practicum experience outside of Sitka, contact will be made with the Master Teacher and/or the student teacher as often as desirable or necessary via the Electronic Message System. Visitations by the college supervisor on site will be made at least twice during the student teaching experience for formal evaluation purposes.

## STUDENT TEACHER PRACTICUM GRADING POLICY

A grade of "Pass" or "No Pass" will be given at mid-term of the student practicum indicating that the student teaching is continuing and dependent upon additional work. This mark carries with it no credit or grade until the entire practicum is completed.

At the end of the semester a grade is earned for the entire practicum. This is determined by averaging the ratings of the evaluative criteria in the elementary evaluation forms. pp 35-36.

# BUILDING FACILITIES AND PROCEDURES

OBSERVATION WORKSHEET STUDENT TEACHER _____

SCHOOL _____ GRADE _____ TEACHER _____ DATES OF ACTIVITY _____

1. BUILDING FACILITIES

A. OFFICE: What office resources are available to the teacher? How is the school office used by teacher and students?

B. STUDENT FILES: What files are kept on students? What information is contained in these files? How are the files used by your teacher?

C. WORKROOM (DITTO MACHINES, ETC.): What regulations should be followed in the use of workroom equipment? What equipment is available?

D. SUPPLY ROOM: What regulations govern the use of supplies? What supplies are available for use by the teacher and students? What supplies must be furnished by the students?

E. CLINIC OR NURSE'S OFFICE: What equipment and furnishing are in this office. How are these used?

F. LEARNING RESOURCE CENTER OR LIBRARY: What hours is this facility available to teachers? to students? What regulations must be followed in using this facility? In checking out materials?

G. AUDIOVISUAL: What resources and equipment are available? How are these obtained?

OBSERVATION WORKSHEET (p. 2) STUDENT TEACHER _____

II. BUILDING PERSONNEL:

Interview one of the following building personnel:
Principal, Counselor or Psychologist, PE Specialist, Music Specialist, Reading Specialist, Librarian, Secretary, Nurse, Custodian, Teacher's Aide Parent Volunteer.

Write a paragraph summarizing the interview and telling how this person supports the work of the classroom teacher.

OBSERVATION WORKSHEET (p. 3) STUDENT TEACHER _____

III. BUILDING PROCEDURES AND POLICIES: Describe the approved procedure/policy for each.

A. Students entering and leaving the building - before and after school and recesses.

B. Illness or accident occurring during school hours.

C. Absences and tardiness.

D. Students leaving the school grounds during school hours.

E. Asking students to come early/or to stay in at recess, noon, after school.

F. Lunchroom (cafeteria or classroom lunch regulations)

G. Students staying in during rainy-day recess.

III. BUILDING PROCEDURES AND POLICIES: (Continued)

H. Fire Drills: Locate exits, list step-by-step procedure.

I. Earthquake Drills: If no drills are held, what is your plan of action?

J. Use of Playground Equipment: What equipment is available for various grades? How is it to be used?

K. Classroom Parties: How many are allowed per year? When? How long may these be? Who plans games, refreshments? Who pays? Rules?

L. Field Trips: How many are allowed per year? What is the step-by-step procedure for arranging a field trip? Give the specifics on transportation and supervision policies.

M. Parent Conferences, PTSA, or Other Meetings with Parents: How often are these held? Is attendance of all teachers expected or required? State some purposes that these meetings serve.

N. Faculty Meetings: How often are these held? Is attendance of all teachers expected or required?

OBSERVATION WORKSHEET (p. 5) STUDENT TEACHER _____

PHYSICAL ORGANIZATION OF THE EDUCATIONAL SETTING

To be completed for the use in seminar session on _____ date.

1. What seating arrangement is used in your classroom? How does the seating arrangement fit the learning experiences/activities? How does the seating arrangement meet specific social needs? Classroom management needs?

2. What permission system does the teacher use for allowing students freedom within the room for:

   a. leaving and entering the room as a group

   b. leaving the room as an individual

   c. pencil sharpening

   d. bathroom

   e. disposing of waste paper

   f. collecting and distributing paper and supplies

   g. dialogue between students

   h. changing seating arrangement

   i. bring pets, sports equipment or toys from home

OBSERVATION WORKSHEET (p. 6) STUDENT TEACHER _____

## PHYSICAL ORGANIZATION OF THE EDUCATIONAL SETTING

3. How does the teacher take care of temperature, ventilation and lighting?

4. What system is used for:

   a. attendance

   b. lunch/milk money

   c. sack lunches?

5. What system is used for room playground equipment? (balls, jump ropes, etc.)

6. What system is used for keeping students' personal belongings? (coats, PE shoes, etc.)

7. Give examples of how the teacher organized the physical setting so that it contributes to learning.

   a. arrangement of furniture, equipment

   b. bulletin boards and displays

   c. learning centers

   d. special subject matter areas in the room

   e. use of chalkboards

   f. housekeeping tasks

29

30

OBSERVATION WORKSHEET (p. 7) STUDENT TEACHER _____

Prepare a daily schedule for a week indicating various activities and the times they are scheduled. This schedule should follow a group of students and include individual deviations. Recess, lunch and special subjects should be indicated.

| Time from/to | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| MONDAY | | | | | | | | | |
| TUESDAY | | | | | | | | | |
| WEDNESDAY | | | | | | | | | |
| THURSDAY | | | | | | | | | |
| FRIDAY | | | | | | | | | |

OBSERVATION WORKSHEET (p. 8) STUDENT TEACHER _____

Indicate the total minutes per week for each subject listed below.

READING _____

LANGUAGE ARTS _____

SPELLING _____

SOCIAL STUDIES _____

SCIENCE _____

MUSIC _____

P.E. _____

ART _____

LIBRARY _____

MATH _____

OTHER _____

* _____

* _____

* _____

* _____

33

34

LESSON PLAN FORM TO BE USED FOR THE FIRST LESSONS FOR EACH SUBJECT TAUGHT

These lessons are to be reviewed by the Supervising Teacher and College Supervisor before the lesson is taught.

NAME _____ GRADE _____ DATE _____ TIME _____

SUBJECT _____

OBJECTIVE/S

| Teaching | Student or Learning (Behavioral) |
|---|---|
| | |

ACTIVITIES

| Teacher | Student |
|---|---|
| | |

LESSON FORM SELF EVALUATION (Explain each fully)

Did I teach to the objective? _____

_____

To what extent was the objective met? _____

_____

Was the objective at the correct level of difficulty? _____

_____

_____

What principles of learning did I use? _____

_____

_____

_____

_____

_____

Did I monitor the student's performance and adjust my lesson to meet the student(s)?

_____

_____

_____

_____

What adjustments were needed? (Objectives, procedures, physical arrangement, method of evaluation, behavior management, etc.)

_____

_____

_____

_____

_____

_____

_____

LESSON OVERVIEW

Date Class/Grade Lesson

ORGANIZATION AND PLANNING

PRESENTATION

DISCIPLINE/RAPPORT

TRANSITIONS

EVALUATIONS/REACHING OBJECTIVES

OTHER COMMENTS

Date Period Class/Grade Lesson

1. How did you feel this morning (afternoon) went?

2. What did you think about your classroom management?

   How could you have improved it?

   What will you do differently next time?

3. Did you accomplish your objectives in the lesson?

   How did you feel about how you "got there"?

4. Do you have any ideas on monitoring and adjusting in the lesson?

ELEMENTARY STUDENT TEACHER (ABBREVIATED LESSON PLAN FORM)

Intern _____ Week of _____ MATERIALS Needed

Subject _____ Time _____

| | | |
|---|---|---|
| MONDAY | Concept (s):<br>Objective:<br><br>Procedure: | |
| TUESDAY | Concept (s):<br>Objective:<br><br>Procedure: | |
| WEDNESDAY | Concept (s):<br>Objective:<br><br>Procedure: | |
| THURSDAY | Concept (s):<br>Objective:<br><br>Procedure: | |
| FRIDAY | Concept (s):<br>Objective:<br><br>Procedure: | |

*EVALUATE EACH DAY'S LESSONS ON THE BACK OF THIS SHEET

FINAL

ASSESSMENT: COMPETENCY DEMONSTRATION IN STUDENT TEACHING

| Student | College Supervisor | School Supervisor |
|---|---|---|

School _____

Grade _____

Number Students _____

Special Characteristics of Setting (if any)

_____

_____

_____

_____

Dates extended full responsibility teaching is to take place

_____

_____

OUTCOMES TO BE ASSESSED
(For Definitions and Examples, See Glossary in Handbook)

| Subject Area | Check Kind of Outcome: Knowledge | Cognitive Skill | Psychomotor Skill | Social Skill | Attitudinal |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

The ability to plan and carry out instruction over an extended period (2-5 weeks) of full responsibility teaching must be demonstrated during the student teaching practicum and before recommended to the Alaska Department of Education for certification, by Sheldon Jackson College. The competencies to be demonstrated during this period of teaching include the initial preparation of plans for instruction, and the modification of these plans in light of events and outcomes.

Elementary Teacher Education
Sheldon Jackson College
Sitka, Alaska

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## GLOSSARY OF DESIRED LEARNING OUTCOMES

Five categories of instructional outcomes desired for pupils have been identified for use in the elementary teacher education program. They serve as guides for instructional planning and assessment.

**KNOWLEDGE OUTCOMES** Learning outcomes that involve knowing about something. They are considered typically as "cognitive" outcomes, or "content" outcomes. Examples include being able to name or identify letters in the alphabet, being able to list important names or dates, being able to restate the essential content or idea of what has been read, and provide evidence of familiarity with a particular concept, principal or law.

**COGNITIVE SKILL OUTCOMES** The use of knowledge, sensitivities or enabling skills to solve intellectual problems or obtain new knowledge, sensitivity, or skill. Also considered typically as cognitive outcomes, but more importantly as "process" outcomes. Examples include the ability to read, solve arithmetic problems, write coherent and meaningful stories, follow directions, and apply such "process" skills as analysis, evaluation, interpretation, synthesis, and generalization.

**PSYCHOMOTOR SKILL OUTCOMES** The use of the body, and/or one or more of its parts, to achieve designated outcomes. Examples include walking, running, pronouncing the various sounds involved in a language, performing the movements required in a particular sport, using scissors to cut out forms, playing a musical instrument.

**SOCIAL SKILL OUTCOMES** The use of knowledge, sensitivities or enabling skills in relating to others, or in solving problems that involve relationships with others. Examples include playing with other children, sharing with others, helping others, working effectively in problem solving groups, forming friendships, showing consideration for the feelings of others.

**ATTITUDINAL OUTCOMES** A general label for the feelings that pupils have about objects, events, ideas, and/or circumstances. Typically referred to as "affective" outcomes. Includes outcomes identified as values, commitments, feelings, and emotions. Examples include the reduction or redirection of anger, the reduction of unfounded prejudices, increasing the enjoyment found in a particular kind of activity, developing an appreciation of the worth of a person or idea, increasing the strength of one's commitment to a purpose or idea, the elimination of unwarranted fears or anxieties.

## I: PREPARING FOR INSTRUCTION

Directions to evaluators: When evaluating the instructional plan, rate each of the BOLD FACE items that appear on this form with a number from the following scale:

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| NOT COMPETENT | APPROACHING COMPETENCE | GENERALLY COMPETENT | HIGHLY COMPETENT | EXCEPTIONALLY COMPETENT |

---

1.1 [ ]

[ ] **PLANNING DESIRED OUTCOMES**

Desired learning outcomes from pupils are identified for major areas of instruction.
Outcomes are worthwhile, given the characteristics of each pupil to be taught.
They are consistent with outcomes expected from prior instruction.
Indicators of outcome achievement are identified for the major instructional areas.
Indicators are ones which parents and other teachers are likely to accept as valid.

1.2 [ ]

[ ] **PLANNING INSTRUCTIONAL ACTIVITIES, MATERIALS, AND PROCEDURES**

Learning activities, and the materials and procedures for their use, are identified.
They are logically related to the learning outcomes desired.
They reflect an awareness of the interest, abilities and feelings of the pupils to be taught.
They reflect variety and creativity.
They reflect the talents and skills of the teacher candidate.
They are drawn from a wide range of resources.
They are described in sufficient detail for a substitute to be able to use the plan.

1.3 [ ]

[ ] **PLANNING THE ASSESSMENT OF LEARNING**

Knowledge of where each pupil stands in relation to desired learning outcomes is reflected in the plan.
The plan provides for activities that enable each pupil to determine his/her level of performance during instruction.
The plan described how indicators of outcome achievement are to be measured for the areas selected for formal assessment.
At least four of the five categories of learning outcomes listed on the cover page are represented in the outcomes to be assessed formally.
The plan provides for opportunities to use the results of early assessment in further planning for instruction.

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## II: PROVIDING INSTRUCTION

Directions to Evaluators: When evaluating instructional performance during student teaching practicum, rate each of the BOLD FACE items by placing a number in the appropriate box. Different ratings are to be provided on the basis of the behavior of the student teacher (left side of page) and the behavior of pupils (right side of page). Note carefully the definitions of these ratings! All ratings are to be based on at least two full weeks of full responsibility teaching.

| RATINGS BASED ON TEACHER CANDIDATE BEHAVIOR<br><br>Use as a guide in making these ratings your perception of the quality of teaching that can be expected from a certified first year teacher.<br>(1) NOT COMPETENT (2) APPROACHING COMPETENT (3) GENERALLY COMPETENT (4) HIGHLY COMPETENT (5) EXCEPTIONALLY COMPETENT | RATINGS BASED ON PUPIL BEHAVIOR<br><br>(1) FEWER THAN 1/2 OF THE PUPILS (2) (3) ABOUT 3/4 OF THE PUPILS (4) (5) ALL OR NEARLY ALL OF THE PUPILS |
|---|---|
| 2.1 [ ] [ ] **MANAGING INSTRUCTIONAL TRANSITIONS AND TERMINATIONS**<br>Decisive steps are taken to implement new activities.<br>Enthusiasm for learning activities is expressed.<br>Instruction is terminated with a review, a synthesis, or other actions that bring it to a fitting close.<br>Arrangements are made for putting away materials and collecting pupil work. | 2.1p [ ] [ ] **PUPILS MOVE EFFECTIVELY FROM ONE ACTIVITY TO THE NEXT**<br>Pupils move promptly from one activity to another<br>Pupils start work without horseplay or hesitation.<br>Pupils seem to be satisfied with the outcomes of learning activities.<br>Pupils carry out housekeeping chores responsibility. |
| 2.2 [ ] [ ] **CONVEYING LEARNING OUTCOMES DESIRED FROM INSTRUCTION**<br>Steps are taken to insure desired outcomes are understood.<br>Reasons for pursuing desired outcomes are given.<br>Provisions are made to link outcomes to understandings.<br>Learning activities are clearly related to desired outcomes. | 2.2p [ ] [ ] **PUPILS APPEAR TO UNDERSTAND THE LEARNING OUTCOMES EXPECTED FROM INSTRUCTION**<br>Pupils commence work on lessons immediately.<br>Pupils are able to proceed with little confusion, few questions, and minimal help from the teacher.<br>Pupil's work patterns demonstrate they understand how to carry out the learning activities expected of them.<br>Pupils' completed work is consistent with desired learning outcomes. |

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| Ratings Based on TEACHER CANDIDATE Behavior | Ratings Based on PUPIL Behavior |
|---|---|
| 2.3 ☐ MANAGING INSTRUCTIONAL ACTIVITIES AND USE OF MATERIALS<br>Materials are set up in advance and/or are distributed effectively.<br>Expectations and work procedures are explained clearly.<br>Variety is provided in learning materials and activities.<br>Opportunity is provided for higher level reasoning.<br>Questions asked tend to be thought provoking and to the point.<br>Information and explanations tend to be accurate and adequate.<br>The pace and sequence of activities are adjusted to pupil response.<br>Help in using materials is given to pupils when requested.<br>Reinforcement is given for desired responses.<br>Acceptance of pupil effort is expressed.<br>Disruptive or off-task behavior is ignored or redirected appropriately. | 2.3p ☐ PUPILS RESPOND FAVORABLE TO INSTRUCTIONAL ACTIVITIES AND MATERIALS<br>Pupils indicate a reasonable degree of personal responsibility and independence in carrying out learning activities.<br>Pupils seem to be aware of strengths and weaknesses as learners.<br>Pupils show interest in learning throughout the lesson.<br>Pupils willingly contribute to instructional activities.<br>Pupils participate in learning activities with apparent enjoyment and enthusiasm<br>Pupils' attention is given the prospective teacher whenever it is requested or appropriate.<br>Pupils remain on-task, behaving appropriately throughout the lesson.<br>Pupils remain undisturbed by disruptive behavior of others. |
| 2.4 ☐ ADAPTING INSTRUCTION TO CONTEXT<br>Detailed daily plans reflect the use of pupil data.<br>Outcomes or activities are modified on the basis of pupil response.<br>Information and explanations are varied in responses to pupil differences in understanding and learning style.<br>Outcomes or activities are adjusted to unexpected events. | 2.4p ☐ PUPILS RESPOND FAVORABLE TO ADAPTATIONS<br>Pupils respond in a positive way to changes in desired learning outcomes.<br>Pupils respond in a positive way to changes in activities.<br>Pupils performance seems to be improved by changes in activities.<br>Pupils adapt readily to changes due to unexpected events. |

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## III: OBTAINING AND USING PUPIL OUTCOME INFORMATION

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3.1 ☐

### OBTAINING PUPIL OUTCOME DATA

Learning is assessed prior to and during instruction, as well as after instruction.
The arsessment process does not seem to require undue time or attention.
Information obtained from most assessments seems to be valid and useful.

3.2 ☐

### ANALYZING PUPIL OUTCOME DATA

Data on learning outcomes from extended full responsibility teaching are summarized to show pupil achievements.
Summaries are accurate, easy to read, and appropriately detailed.
Pupils indicating unusual learning patterns are identified.
Possible causes for atypical patterns are noted.
Explanations of discrepancies between desired and actual outcomes are plausible.
Interpretations recognize whether original learning outcomes were appropriate or inappropriate, reasonable or unreasonable.
Data are summarized to show implications for further instruction.

3.3 ☐

☐ USING PUPIL OUTCOME DATA

Adaptations are made in instruction on the basis of demonstrated learning outcomes.
Performance standards seem to be flexible in relation to expected achievements.
Performance standards seem to be flexible in relation to the time periods allowed for the accomplishment of expected achievements.
Feedback is provided to the pupil about his/her performance.
The teacher candidate's self analysis following extended full responsibility teaching includes a thoughtful and insightful interpretation of the implications of learning outcome data for (a) future learning activities for the pupils taught (including provisions for pupils who vary from the norm), and (b) changes in personal teaching style and method.

EVALUATORS NOTE: Little benefit is received from high ratings given only for encouragement. Consider all ratings carefully. Accurate ratings provide the soundest base for improvement.

ADDITIONAL COMMENTS OR SUGGESTIONS FOR IMPROVEMENT

EVALUATOR: School Supervisor _____ College Supervisor _____

Student Teacher _____

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Directions to evaluators: When evaluating interpersonal relations and the performance of related professional responsibilities in the student teaching practicum, rate each of the BOLD FACE items on this and the next page with a number from the following scale:

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| NOT COMPETENT | APPROACHING COMPETENCE | GENERALLY COMPETENT | HIGHLY COMPETENT | EXCEPTIONALLY COMPETENT |

---

## IV: RELATING INTERPERSONALLY

4.1 ___
| |
|___| **RELATING TO PUPILS**

Pupil initiated interactions are recognized by the teacher candidate, and responded to with sensitivity and respect.
Teacher candidate initiated interactions are timely and sensitive to circumstance.
Teacher candidate's actions create pupil interest in learning activities and outcomes.
Teacher candidate's actions appear to be consistent with personal style and feelings.
Teacher candidate's actions reflect the authority and responsibility expected of teachers.

4.2 ___
| |
|___| **RELATING TO SUPERVISORS AND OTHER STAFF MEMBERS**

The teacher candidate is prompt in appointments and prepared to pursue designated topics.
The teacher candidate is able to discuss the basis of his/her ideas and proposals without being overly defensive, or overly eager to accept suggestions without question.
The teacher candidate is able to understand suggestions and act sensible upon them.
Efforts are made to interact with other staff members.
Interactions with staff members tend to be positive and appropriate.

## V: PERFORMING RELATED PROFESSIONAL RESPONSIBILITIES

5.1 ___
|___| MANAGING NON-INSTRUCTIONAL ACTIVITIES

Routine matters such as lunch count and attendance are handled efficiently.
Out of classroom activities such as lunch and recess are supervised with care, patience, and other confidence.

5.2 ___
|___| DEVELOPING PROFESSIONAL RESPONSIBILITY

Scheduled activities are regularly met.
Work schedules can be adjusted without undue upset or disorientation.
Grooming and dress are consistent with accepted school standards.
Personal mannerisms are consistent with accepted school standards.
Professional matters are treated in an ethical manner.
Dealings with parents and community are handled effectively.
Work efforts and personal initiative continue throughout the full term assigned.

5.3 ___
|___| MAINTAINING THE LEARNING ENVIRONMENT

Materials are kept available in sufficient number and range to accommodate most pupils.
Learning activities make good use of space and materials available.
The learning environment is kept attractive and free of continuing disorder or messiness.

EVALUATORS NOTE: Little benefit is received from high ratings given only for encouragement. Consider all ratings carefully. Accurate ratings provide the soundest base for improvement.

EVALUATOR: School Supervisor _____ College Supervisor _____

FINAL

# I: COMPETENCY DEMONSTRATION IN STUDENT TEACHING

| Student | College Supervisor | School Supervisor |
|---|---|---|

| School Where Teaching Occurred | Review Date |
|---|---|

**The ability to relate well interpersonally and perform related professional responsibilities must be demonstrated assuring the student teaching practicum before being recommended to the Alaska Department of Education for certification by Sheldon Jackson College. These competencies must be demonstrated under the conditions of the student teaching practicum experience as a whole, including the conditions of full responsibility for the management and teaching of children for a minimum of two to five days.**

Elementary Teacher Education
Sheldon Jackson College
Sitka, Alaska

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SUMMARY OF

RECORD OF PERFORMANCE IN STUDENT TEACHING

ELEMENTARY TEACHER EDUCATION -- SHELDON JACKSON COLLEGE

| Student | Dates | College Supervisor |
|---|---|---|
| School Where Teaching Occurred | Grade Level | School Supervisor |

This is a summary of the teacher candidate's performance as a teacher during his/her student teaching practicum. The information on Planning, Teaching, and Assessing represents the quality of performance demonstrated in _____ consecutive weeks of full responsibility teaching. The information on Maintaining Relationships and Attending to Related Professional Responsibilities represents the quality of performance observed during the full student teaching practicum.

The key used in marking is: (1) = NOT COMPETENT; (2) = APPROACHING COMPETENCE; (3) = GENERALLY COMPETENT; (4) = HIGHLY COMPETENT; and (5) = EXCEPTIONALLY COMPETENT. For indicators of competence in each of the areas listed below, see the forms used for assessing Competence Demonstrated in Student Teaching page _____.

| PLANNING | Col Sup Ratings | Sch Sup Ratings |
|---|---|---|
| 1.1 Outcomes and indicators | | |
| 1.2 Instructional activities, materials and procedures | | |
| 1.3 Assessment of Learning | | |
| **TEACHING (Ratings based on teacher candidate behavior)** | | |
| 2.1 Managing instructional transitions and terminations | | |
| 2.2 Conveying learning outcomes desired from instruction | | |
| 2.3 Managing instructional activities and use of materials | | |
| 2.4 Adapting instruction to context | | |

| ASSESSING | Col Sup Ratings | Sch Sup Ratings |
|---|---|---|
| 3.1 Obtaining pupil outcome data | | |
| 3.2 Analyzing pupil outcome data | | |
| 3.3 Using pupil outcome data | | |
| **TEACHING (Ratings based on pupil behavior)** | | |
| 2.1p Pupils move effectively from one activity to the next | | |
| 2.2p Pupils appear to understand the learning outcomes expected from instruction | | |
| 2.3p Pupils respond favorable to instructional activities and materials | | |
| 2.4p Pupils respond favorably to adaptations | | |

| MAINTAINING RELATIONSHIPS | Col Sup Ratings | Sch Sup Ratings |
|---|---|---|
| 4.1 With Pupils | _____ | _____ |
| 4.2 With supervisors and colleagues | _____ | _____ |

| ATTENDING TO PROFESSIONAL RESPONSIBILITIES | Col Sup Ratings | Sch Sup Ratings |
|---|---|---|
| 5.1 Managing non-instructional activities | _____ | _____ |
| 5.2 Developing professional responsibility | _____ | _____ |
| 5.3 Maintaining the learning environment | _____ | _____ |

## ACHIEVING DESIRED LEARNING OUTCOMES IN PUPILS

(These judgements to be arrived at jointly by the college supervisor, the school supervisor and the teacher candidate)

Knowledge ___ ___ Cognitive Skill ___ ___ Psychomotor Skill ___ ___ Social Skill ___ ___ Attitutinal Skill ___ ___
YES NO YES NO YES NO YES NO YES NO

---

On the basis of my knowledge of this student's performance in student teaching practicum, including my knowledge of the basis for the performance ratings recorded on this form, I recommend _____ not recommend _____ the student be recommended for CERTIFICATION.

_____ _____
College Supervisor Date

_____ _____
School Supervisor Date

COMMENTS

I have seen this information, and I agree _____ disagree _____ with it.

_____ _____
Student Date

C1

COMMENTS

C2

PLCM35/P

APPENDIX A-1

# GETTING STARTED (The First Days of School)

## GETTING STARTED

At last--your first day of school as a full time teacher!! However, you may have mingled feelings wondering how you will ever live through it--facing those boys and girls, particularly the "trouble makers" who are ready to disrupt the class.

Here are a few suggestions that may help you in getting started. Of course, some of the things you do will be governed by the length of the first day and any plans your supervisor may have.

1. Before the first day arrives visit your classroom and check to see what materials (books, paper, tag board, pencils, etc.) are available, bulletin board space, etc.

2. Make a list of things you think you will need for the beginning of school.

3. Get acquainted with the building, particularly as it relates to your grade.

4. You may be able to secure the names and a little information about each youngster.

5. Don't be afraid to ask necessary questions of your principal or another teacher. They know as a beginning teacher you don't know all the answers.

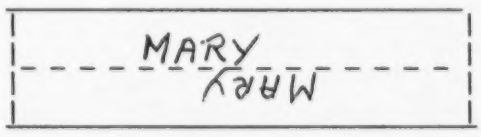
6. Put a few colorful pictures on your bulletin board.

7. A plant or a few flowers will help the room to look "lived in."

8. Be sure to arrive early the first morning, looking your nicest.

9. You will want to welcome the boys and girls but you need not make a long speech and save your jokes until later.

10. It will be helpful to learn the names of your class as quickly as possible. You might make them place cards for their desks (the teacher will need to do it for the very young children). A suggested size is 6" x 8" folded in half as illustrated below:




with perhaps a design in one corner. This will stand on their desk. Make one for your desk; be sure all your materials are ready.

11. If you are teaching second or third grade, a writing lesson (manuscript) would be helpful at the beginning of the day. Such as--"Good morning boys and girls." "We are happy to be in school." "My name is _____."



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12. In the lower grades, particularly the kindergarten and first grade, some mothers may accompany their child. Be cordial to them but don't let Tommy's mother monopolize you. Courteously suggest you want to know more about Tommy, but you are busy now and could she come some evening after school.

13. Since part of the bulletin boards are bare, the children might draw a picture of the one thing they enjoyed most from an exciting story that you read to them. Those pictures can be put on the bulletin board. Also later in the day they can show and tell about their picture. This will give you a language lesson. Be sure you have all your materials ready for this.

14. While the children are drawing, you might have some individual oral reading so you can get an idea of the reading level of each student. Use reading passages that are lower than your grade level.

15. Introduce your students to their "in the classroom library" and share a few of the books to get them into reading.

16. In grades above the first you can give the students some written review work in math. These should be designed to allow you to diagnose the level of skill in each student. This will help you to place the student and help you to choose materials appropriate to his academic skills.

17. A short science lesson would be worthwhile and allow some discussion.

18. If you handle your own music and are confident about singing, do some singing in the room. Select camp type fun songs.

19. Keep your group busy but happy. Parents will be pleased when they hear reports that you re keeping the children busy.

## COMPILATION OF VARIOUS DEVICES, TECHNIQUES, ETC.

The following ideas for the first day of school and for any of the other 179 days of the school year may be worked out:

1. Tips for the beginning of the first day of school would include:

   a. Get to school early. Be there before the first pupil comes.

   b. Look your very best. See that you are pleasant, friendly, and on the alert with your new group. BE FIRM, if necessary, so that you will not get the reputation of being "easy." Explain your reason for any definite stand you are forced to take, and be sure that your class will not be able to say that their teacher is not fair. It is best to be firm at first, because you can always let up, but it is hard to be firm if you were easy at first.

   c. Be CALM, gentle, serene, as you station yourself at the door to welcome new pupils. Greet each child with a cheery "good morning" and learn his/her name as soon as possible.

2. From the first day of school make it a point to interest your children in doing as much extension reading as possible. Keep the library books attractively displayed. Have a live committee in charge of a library scrapbook in which all pictures and comments (collected by the class and yourself) about the authors and illustrations, as well as the subject matter in the library books, is kept for reference and enjoyment.

3. Make a rough map of your community on the blackboard, or on a large piece of paper, and include all the streets on which the pupils of your class live. Have the children mark where they live, by drawing a symbol or putting their names at the spot, or in other ways. In this way, you may find out where they live and they find out where their classmates live. It would be well to make a small map of this, so that you could have access to it when needed.

4. Make it a point to have attractive bulletin boards and wall displays which relate to the activities of the room, and see that these are changed frequently in order to challenge the attention of the class. Have a bulletin board committee to help you, and you can challenge the class to be looking for interesting things to bring for others to enjoy. This will give them a sense of belonging to the room.

5. Your classroom procedure should:

   a. Relate the work of each unit to the preceding work and to the unit to follow.

   b. Lead pupils to acquire skills, new information, and the application of such skills, as well as information to the end of obtaining clearer understandings.

   c. Deal with the formation of study habits and attention habits.

6. Discipline problems are rare among children who are really interested in what they are doing. When you have this in mind, guide your class to choose wisely when they select a problem in social-living areas. The knowledge that interest is contagious should encourage you to watch for interesting pictures and information relating to the chosen subject which can be shared with the class.

APPENDIX B-1

# ESTABLISHING A POSITIVE LEARNING ATMOSPHERE IN THE CLASSROOM

## ESTABLISHING A POSITIVE LEARNING ATMOSPHERE IN THE CLASSROOM

Since every class has a unique composition and every teacher is a unique personality, there is no one solution that will develop a positive atmosphere in which the students are growing in self-control. There are, however, many suggestions that may be helpful to the beginning teacher.

### HOW TO ACHIEVE A POSITIVE LEARNING ATMOSPHERE

1. Know the students'
   --names
   --background
   --interests
   --maturity
   --normal behavior for age level
   --approximate attention span

2. Know the lesson content
   --objectives
   --step-by-step procedure
   --methods of evaluation

3. Develop standards of behavior for the specific activity or lesson.
   --different standards should be developed for different activities
   --standards must be reasonable

4. Predict possible problem situations that might develop.

5. Think of action alternatives in case problems develop. Plan possible rewards.
   --verbal
   --written
   --signal systems

6. Be consistent in keeping to the standards. Take action! Follow through with a preconceived plan for taking action. Allow for alternative plans.

7. Plan how to communicate your expectations of behavior to the students.
   --verbal
   --written
   --signal systems

8. Evaluate
   --with students
   --with teacher or other professional
   --try to perceive the situation from the student's point of view

9. Reinforce positive behavior
   --verbal
   --written
   --rewards

BEHAVIORS OF THE TEACHER THAT WILL HELP ACHIEVE A POSITIVE LEARNING ATMOSPHERE

1. ENTHUSIASM
   --Communicate your love of learning.
   --Try a variety of methods.
   --Communicate your pride in the students' accomplishments.
   --Communicate your pride in the students' effort.

2. WARMTH AND EMPATHY
   --Be friendly without being too familiar or sentimental.
   --Share your personal experiences with the students.
   --Smile and let the students know when you are pleased.
   --Admit mistakes.
   --Believe in the good intentions of each student.
   --Listen to the student's point of view.

3. POSITIVE ATTITUDE
   --Help each student be successful in contributing to the class.
   --Let individuals and groups earn rewards for the entire class.
   --Commend positive effort and achievement.

4. FIRMNESS AND CONSISTENCY
   --Insist that students call you by your proper name. Miss ___, Mr. ___ Mrs. ___.
   --Develop respect for the authority of all teachers, parents, administrators.
   --Be definite in your expectations and follow through on them.

5. COURTESY
   --Be a model for the use of polite expressions.
   --Avoid sarcastic or belittling remarks.
   --Stress helpfulness to classmates as well as to the teacher.
   --Do not let students laugh at each other's mistakes or misfortunes.
   --Encourage children to see the good in others and to be happy for others' successes.
   --Make good manners the topic of discussion as needed. (Preferable to have the discussion before, not after the event.).

6. PERIPHERAL AND FRINGE VISION
   --Stand or sit so that you have a view of the entire class--especially during small group work.
   --Stand by the door during arrivals and dismissals to see both inside and outside the classroom.
   --Learn to survey the room regularly while writing on the board, reading a story, talking to another adult, looking at a map or film, working with a small group or individual.
   --Circulate around the room and let your presence be felt by each student (radiate a feeling of support and interest in the student's progress).

7. ACCEPTANCE
   --Accept each child even though you may disapprove of his/her actions.
   --Recognize the child's increasing ability to work out his/her own problems.
   --Do not expect all students to make the same amount of progress.

8. PROMPTNESS IN DEALING WITH MISBEHAVIOR
   --Nip misbehavior "in the bud". Don't give the child time to practice the wrong way of doing things or give others ideas.
   --Discuss the misbehavior with the student, privately when possible.
   --A student expects to be corrected if he "gets out of line."
   --Listen to both sides of a problem.
   --Be sure the student has an understanding of why his behavior is unacceptable.
   --Sometimes using the student's name in the discussion, asking a question or giving a warning look is sufficient.
   --Punishment may be necessary; even constructive if it is fair, immediate, dispassionate-- not prolonged and humiliating.
   --Know your student so that the punishment does not become reward e.g. (student gets attention for unproductive behavior).

9. ORGANIZATION
   --Know what you are going to do.
   --Let students help plan, if possible.
   --Let students make decisions within limits.
   --Have a regular order of procedure--an over-all routine.
   --Provide variety and flexibility within the general framework of this routine.
   --Have a list of specific activities for the students to do when they have completed their assigned tasks.
   --Write assignments carefully on the chalkboard or chart paper before the class begins--assignments should stimulate thinking and be appropriate to various ability levels-- not time-fillers or workbook, or coloring in outline busywork.
   --Have materials ready - sharpened pencils, mixed paints, cut paper, crayon boxes, rulers, glue, etc.

BEHAVIOR TO BE EXPECTED FROM THE STUDENTS

A young teacher cannot expect all students to have or maintain desirable attitudes toward the teacher. The teacher should be able to expect:

--Respect for the teacher
--Confidence in the teacher
--Friendliness to the teacher
--Courtesy to the teacher and fellow students
--Compliance with classroom and school policies and regulations

POSSIBLE CAUSES OF DISCIPLINE PROBLEMS

1. In the student him/herself
   --Inability to read
   --Lack of previous success in school
   --Unsatisfactory relationship with parents
   --Attempts to meet his/her own emotional needs in the classroom
   --Previous conditions of various sorts
      Listening habits
      Study habits
      Lack of interest in school

2. In the classroom atmosphere
   --Lack of class organization
   --No opportunity to participate in planning and in setting goals
   --Goals, purposes or assignments are not clear
      -Teacher cannot be heard
      -Teacher uses too indefinite language
      -Chalkboard directions are not clear
      -Insufficient orientation to assignment (Teacher failed to check for understanding)
   --No organized plan for handling supplies
   --Tension and competition-people are insecure
   --Rigid requirements held the same for every student in the class

3. In the attitude of the teacher who is:
   --Cold and unfriendly
   --Sarcastic, humiliating, intimidating
   --Inconsistent in assignments and requirements
   --Unjust in decisions
   --Loses temper often
   --Makes students feel uncomfortable
   --Is always right and settles everything
   --Lacks firmness
   --Lacks understanding of students as human beings
   --Fails to clearly state expectations for behavior and fails to follow through with the expectations

ACTION ALTERNATIVES

The following is a list of alternatives open to the teacher and the students in working toward a positive classroom atmosphere which is conducive to learning.

A. THE GROUP CONFERENCE
- -the teacher and students discuss the behavior desired for a given situation and why it is necessary
- -the teacher and students participate in impromptu drama or planned simulation of behavior situations followed by group discussion and decision-making.
- -the teacher and students write a room constitution and by-laws to help prepare for future situations

B. THE EVALUATION SESSION
- -the teacher and students discuss or write about the degree to which the desired behavior was achieved after the activity or event and formulate goals for the future.

C. THE PRIVATE CONFERENCE
- -the teacher and one student talk privately to:
  - -- identify present behavior
  - -- discuss what changes may be necessary and why
  - -- plan for the future

D. MODIFICATION OF LESSON
- -perhaps a change in the level of difficulty or content of the work is in order
- -perhaps an individualized plan is necessary

E. AWARDING PRIVILEGES
- -the students earn free time, tokens, tickets, gifts, movies, extra recess, on an individual or group basis when they exhibit desirable behavior

F. REMOVAL OF PRIVILEGES
- -the students lose something valuable to them because of undesirable behavior in an individual or group

G. VERBAL COMMENDATION (Positive Reinforcement)
- -the teacher comments on, points out and possibly describes the desirable behavior in an individual or group

H. NON-VERBAL COMMUNICATION
- -the teacher's facial expression or physical proximity can change student's behavior

I. PHYSICAL REORGANIZATION
- -the teacher changes the location of an individual or group
- -the teacher changes the situation or activity
- -the teacher removes whatever is causing a problem or uses it to her/his advantage and the advantage of the student

J. ISOLATION
- -the teacher gives the student a place to be by him/herself in order to think about his/her unproductive behavior (may precede or follow a private conference.)

K. THE PRIOR REMINDER
-the teacher reminds the individual or group of the desired (expected) behavior prior to the activity or event

L. THE ON THE SPOT REMINDER
-the teacher reminds the individual or group during the activity or event of expected behavior and clearly states consequences for inappropriate behavior.

M. COMMUNICATION WITH PARENTS
-the teacher and parents get together to try to develop a plan that will best help the student
-the teacher and parents exchange written communication (notes of positive comments about each student's good behavior helps to establish positive parent-teacher relationships)
-the teacher and parents communicate by telephone

N. THE PRINCIPAL, VICE-PRINCIPAL OR COUNSELOR CONFERENCE
-teacher should establish a clear plan with administrators on how to deal with behavior disorders
    -isolation
    -call parents
    -in school suspension

HELPFUL EXPRESSIONS

Certain expressions can be helpful in classroom management. Care should be taken, however, to use expressions appropriate to the grade level. Also try not to use any expressions too often or its effectiveness is lost.

ROOM QUIETNESS
-"How can we do our best work?"
-"What should the room sound like for this work?" (dramatize expected behavior)
-"Show us the quiet way to talk." (walk, close a door, move a chair, etc.)
-"Did you like the sound of our room while we were reading?"
-"Miss Jones told me that you used polite voices in the lunchroom today."
-"Come into the room like a . . . . . (for very young children)."

PROMPTNESS
-"Here is a group already at work."
-"We are waiting for just two persons."
-"After everyone puts their pencils down."
-"I like the way Janet, Jim, etc. came right away."
-"Come quickly to your group, Dick. We need your help."
-"Did you notice how quickly we did this today?"
-"I'm really proud of this group for . . ."
-"How can we save more time?"

ATTENTION
-"Here is a group that can pay very good attention."
-"The signal says stop what you are doing, look at me and listen."
-"See how quickly and quietly you can clear your desks."
-"When your eyes are looking at me, I'll know you are ready to listen."
-"I want to see everyones' eyes."
-"I like the way Keren's row is ready to go to work, (to lunch, recess, home, etc.)"
-"I know one person is ready because he is looking this way."
-"Are you ready Susan?"

-"I'm glad he is waiting for a good audience."
-"I like the way these children are waiting."
-"Good for you, Ted. You were the first one ready today."
-"Many of you are learning to be good listeners."
-"Come back when you are ready to listen." (After being removed from the group)
-"How can we improve our listening?"

THINKING
-"Can you think of another way to do that?"
-"Let John do his own thinking."
-"Why should we do this?"
-"Say it in your own words."
-"Why is this a good thing to know?"
-"Why do you think this is important."
-"I see three people who know exactly what to do right now."
-"That was good thinking!"
-"Do we need any reminders?"
-"What do we need to practice?"

COURTESY
-"I like the way some of you are looking around to see if anyone needs help."
-"What could we do to help each other?"
-"I like the way you are waiting your turns."
-"That is the way to help! Good for you!"
-"I just heard a very polite word being u ed."
-"What do we need to practice?"
-"How can we be courteous when we . . . ?"

VOICE
-"Can you speak so that Dan can hear you?" (Dan is in the back of the room)
-"We do not call out across the room during . . . . . "
-"We are too big to . . ."
-"Our visiting voice is only for your nearest neighbor to hear."
-"What kind of voices should we use for this work?"

SITTING
-"Choose a place to sit and stay right there."
-"Show me how you think you should sit."
-"Let's sit tall."
-"I'm glad these boys know how to carry their chairs and sit in them."
-"Someone who is sitting tall will be chosen to . . ."
-"Sit far enough apart so that you will be comfortable."

LINING UP
-"Leave a good air space in front of you and in back of you."
-"I like the way table 4 lined up without bumping anyone."

HOUSEKEEPING
-"Just look at our room! What do you think about it?"
-"We had some good housekeepers today."
-"Did you notice how carefully the _____ were put away?"
-"Who will show us how to put the books away, erase the chalkboard?, etc."
-"What things need to be done to improve the appearance of our room?"

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